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A National University for the United States.

THE proposal to establish a great national "University of the United States" has been agitated for over a century, among its first advocates having been no less a person than George Washington himself, who by his last will devised land and bequeathed a handsome sum of money in aid of the scheme; but up to a recent date little, if anything, had been done to give practical effect to the proposal. Not long ago, however, there was begun an effort, which is now in progress, to make a commencement; and a "Committee of One Hundred" has been formed in Washington, D. C., of which ex-Governor Hoyt, LL.D., is chairman, with the determination to carry the project through to a successful consummation. Among the sixteen members of the Executive Council of this Committee are such men as Chief-Justice Fuller, Senator Edmunds, Hon. Andrew D. White, ex-Governor John Lee Carroll, Gen. Horace Porter, Gen. John Eaton, Dr. Simon Newcomb, etc. The March number of THE ARENA contains an admirable article by ex-Governor Hoyt, the chairman of the Committee, giving a detailed history of the movement from its inception by "the Father of his Country" down to the present time, together with a detailed account of the kind of institution which it is proposed to establish. The article should be read by every one interested in this magnificent scheme to found at the national capital a great national university, in every respect worthy of the country which it will represent.

The Arena is for sale by all newsdealers. Price, 25 cents.

Contents.

University of Mississippi. Board of trustees. Memorial to the Congress of the U. S. [concerning additional land grant.] Nashville, 1894. 20p.

Wadsworth, M. E. Elective system in engineering colleges. Minneapolis, 1896. 10p.

Williams, Talcott. Future of the college. Phila. 1894. 17p.

Hoyt, J: W. Memorial in regard to a national university. Wash. 1892. 124p.

——— Of the national university proposed by George Washington. [Bost. 1897.] 14p.

Proctor, Redfield. Senate. Report from the Select committee to establish the university of the United States. Wash. 1893. 6p.

Hunton, Eppa. Speech on bill to establish the university of the U. S. Wash. 1894. 40p.

Kyle, Ja. H. National university bill: speech. Wash. 1894. 8p.

——— Reply to views of the minority [by J: W. Hoyt] Wash. 1896. 24p.

——— University of the United States. Wash. 1896. 156p.

Walthall, E: b. Views of the minority. Wash. 1896.

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MEMORIAL

TO THE

Congress of the United States

FROM THE

BOARD OF TRUSTEES

OF THE

UNIVERSITY OF MISSISSIPPI.

69041

THIS MEMORIAL to the Congress of the United States has been prepared in accordance with the action of the Board of Trustees of the University of Mississippi, taken June 12, 1893, when it was resolved: "That the Chancellor be requested to prepare a memorial to the Congress of the United States, asking the grant to this University of a township of land for the reasons outlined in his report this day made; that he submit such memorial, when prepared, for signatures of each member of this Board, and that when signed by as many as twelve (12) members of this Board, the same shall be treated as, and it shall be, the memorial of this Board, and the Chancellor will be authorized to lay the same before Congress."

ROBERT B. FULTON,
Chancellor.

UNIVERSITY OF MISSISSIPPI,
December 16, 1893.

LIBRARY OF THE UNIVERSITY OF CALIFORNIA

MEMORIAL.

From Vol. XIX. of "House Miscellaneous Documents," second session of the Forty-seventh Congress, being the "History of the Public Domain," prepared under the direction of the Public Land Commission, by Thomas Donaldson, and published by the Public Land Commission in 1884 as the official history of the public domain and of the acts of Congress relating thereto, the following extracts are taken as an introduction to a detailed statement regarding the grant of land made by Congress for the support of a seminary of learning in the State of Mississippi.

From page 223:

The lands granted in the States, and reserved in the Territories for educational purposes by acts of Congress from 1785 to June, 1880, were—

FOR PUBLIC OR COMMON SCHOOLS.

Every sixteenth section of public land in the States admitted prior to 1848, and every sixteenth and thirty-sixth section of such land in States and Territories since organized—estimated at 67,893,919 acres.

FOR SEMINARIES OR UNIVERSITIES.

The quantity of two townships, or 46,080 acres, in each State or Territory containing public land, and, in some instances a greater quantity, for the support of seminaries or schools of higher grade, estimated at 1,165,520 acres.

FOR AGRICULTURAL AND MECHANICAL COLLEGES.

. . . . Land in place, 1,770,000 acres; land scrip, 7,830,000 acres; total, 9,600,000 acres.

From page 226:

UNIVERSITIES.

July 23, 1787, Congress, in the "*Powers to the Board of Treasury to contract for the sale of Western Territory*," ordered—

That not more than two complete townships be given perpetually for the purpose of an university, to be laid off by the purchaser or purchasers as near the center as may be, so that the same shall be of good land, to be applied to the intended object by the Legislature of the State.

This related to lands now in the State of Ohio, in the Symmes and Ohio Company purchases. This inaugurated the present method of taking from the public lands, for the support of schools or seminaries of a higher grade, the quantity of two townships at least, and in some instances more to each of the States containing public lands, and special grants have also been made to private enterprises.

In the legislation relating to the admission of public land States into the Union, from the admission of Ohio in 1802, to the admission of Colorado in 1876, grants of two townships of public lands, viz.: 46,080 acres, each for university purposes, are enumerated. Ohio, Florida, Wisconsin, and Minnesota are the exceptions, each having received more than two townships in area.

Nineteen States (up to 1882) have had the benefit of this provision, and the two townships are reserved in the Territories of Washington, New Mexico, and Utah. These will be granted and confirmed to them upon their admission into the Union.

From page 228:

UNIVERSITY GRANTS.

The following statement shows the number of acres granted to the States and reserved in the Territories of Washington, New Mexico, and Utah, for university purposes, by acts of Congress, the dates of which are given in proper column:

GRANTS AND RESERVATIONS FOR UNIVERSITIES.

States and Territories.	Total Area, Acres.	Under what Acts.
Ohio	69,120	April 21, 1792; March 3, 1803.
Indiana	46,080*	April 19, 1816; March 26, 1804.
Illinois	46,080	March 26, 1804; April 18, 1818.
Missouri	46,080	February 17, 1818; March 6, 1820.
Alabama	46,080	April 20, 1818; March 2, 1819.
Mississippi	46,080†	March 3, 1803; February 20, 1819.
Louisiana	46,080	April 21, 1806; March 3, 1811; March 3, 1827.
Michigan	46,080	June 23, 1836.
Arkansas	46,080	June 23, 1836.
Florida	92,160	March 3, 1845.
Iowa	46,080	March 3, 1845.
Wisconsin	92,160	August 6, 1846; December 15, 1854.
California	46,080	March 3, 1853.
Minnesota	82,640	March 2, 1861; February 26, 1857; July 8, 1870.
Oregon	46,080	February 14, 1859; March 2, 1861.
Kansas	46,080	January 29, 1861.
Nevada	46,080	July 4, 1866.
Nebraska	46,080	April 19, 1864.
Colorado	46,080	March 3, 1875.
Washington Territory	46,080	July 17, 1854; March 14, 1864.
New Mexico Territory	46,080	July 22, 1854.
Utah Territory	46,080	February 21, 1855.
Total	1,165,520	

From page 1250:

UNIVERSITY GRANTS TO DAKOTA, ARIZONA, IDAHO, AND WYOMING TERRITORIES.

Two townships of 23,040 acres each, six miles square, or 46,080 acres were reserved by the act of February 18, 1881, for a university in each of the Territories above named. . . . *All existing Territories and political divisions, save the District of Columbia, Indian Territory, and Alaska now have university grants.*

A careful examination of the acts of Congress cited above, and which may be readily found in the volumes entitled "*Land Laws of the United States*," *compiled under the direction of the Public Land Commission, by Alexander T. Britton*, will show clearly that in the case of each and

*Three townships actually granted to Territorial and State Legislatures, as is shown on p. 17.
†Only one township received by Territory or State of Mississippi, as shown in this Memorial.

every State and Territory named in the foregoing list, the acts of Congress were so framed as to secure, beyond question, to each a clear title, without incumbrance of any kind, to *not less than two townships of public land for the support of a seminary of learning*, EXCEPTING ONLY THE STATE OF MISSISSIPPI. In every other case the grant of two townships was made not merely in the State, but *to the State or its Legislature*, in trust for the purpose named. The plan generally followed in the legislation of Congress was, first, when a territory was organized, to reserve from sale one township (or two) for the support of a seminary of learning therein, and then, when the Territory was organized into a State, to grant to the State, or in trust to its Legislature for the purpose named, two townships. This first step apparently was taken in the act of March 3, 1815, which reserved from sale in the Mississippi Territory (then embracing the area now included in the States of Alabama and Mississippi), "one entire township, to be located by the Secretary of the Treasury, for the use of a seminary of learning."

When the Alabama Territory was organized, by the act of April 20, 1818, there was reserved from sale "*in the Alabama Territory, an entire township, for the support of a seminary of learning within said Territory.* By the act of March 2, 1819, this township and another were "*vested in the Legislature of said State* [Alabama], *to be appropriated solely to the use of such seminary by the said Legislature.*"

But what was the legislation in regard to *the State of Mississippi, and the grant for a seminary of learning therein?*

The act of Congress making the grant is dated February 20, 1819, and its wording is peculiar. After the usual grant for a seat of government comes—

SEC. 2. *And be it further enacted*, That in addition to the township of land granted for the support of Jefferson College, there shall be granted in the said State another township, or a quantity of land equal thereto, to be located in tracts of not less than four entire sections each, which shall be vested in the Legislature of the said State, in trust for the support of a seminary of learning therein, which lands shall be located by the Secretary of the Treasury of the United States, whenever an extinguishment of Indian title shall be made for lands suitable, in his opinion, for that purpose, in the said State; which grant, hereby provided to be made, shall be considered as made in lieu of a township directed to be reserved by the fifth section of an act entitled "An act to provide for the ascertaining and surveying of the boundary line fixed by the treaty with the Creek Indians, and for other purposes," passed March 3, 1815; and which reserve of one township, provided to be made by the aforesaid fifth section of said act, shall be offered for sale in the same manner as the other public lands in the same district.

The effect of this act was to give to the Legislature of the State of Mississippi, in trust, for the support of a seminary of learning, only *one township of land, instead of two, the minimum number granted to any other State.* The reason for this is undoubtedly found in the reference to Jefferson College, and in a misunderstanding of the relation of that institution to the State of Mississippi. Evidently Congress regarded a donation of land made to Jefferson College by the acts of March 3, 1803, and February 20, 1812, as having been made to the State of Mississippi, or to an institution belonging to, or controlled by, the Territorial or State Legislature in Mississippi. *An examination of the charter and the history of Jefferson College up to the present time will show that this opinion was entirely erroneous.* A copy of the original act of the Territorial Legislature in Mississippi, incorporating "The trustees of Jefferson College," and passed May 13, 1802, is appended to this paper. It names the members of the original board of trustees, and defines their organization, their powers, and the purposes of their incorporation. It makes this board a self-perpetuating body, and this

feature in the charter was in nowise altered until the year 1826. Section 6 of the original charter states that, "As Jefferson College must, for the present, be supported by the voluntary contributions of citizens, the Board of Trustees are authorized to raise, for the benefit of said college, by lottery, a sum not exceeding ten thousand dollars. They shall also collect donations from the citizens of the Territory, and elsewhere." Nothing else is stated in the charter regarding the revenues of the college. Altogether, the charter is just such an act of incorporation as has been repeatedly adopted at the founding of a college not under the control of the State in any way. *To this corporation*, and not to the people or the Legislature of the Mississippi Territory, Congress donated the township of land which was reserved from sale by the act of Congress, dated March 3, 1803, and finally granted by the act of February 20, 1812. The terms of the grant in the act last specified make no mention of the people, or the Legislature, or the Governor of the Mississippi Territory.

The historian of the Public Domain, in the volume cited at the beginning of this paper, on page 212, classes the grant to Jefferson College, under the list of "*Donations and Special Grants*," and gives the order of the Secretary of the Treasury of the United States locating the lands, and dated October 5, 1812. It is important to note that the site of Jefferson College was near Natchez, in the present limits of *the State of Mississippi*, but the township granted to it was located on the Tombeckbee River, and this location was not changed up to the time when the act of Congress of February 20, 1819, was passed, although at that time the lands were situated in what had become the separate *Territory of Alabama*, by the act of March 3, 1817.

If, therefore, in the act of February 20, 1819, Congress considered that the grant made to Jefferson College had been made to the people or the Legislature of the Mississippi Territory, it assumed that a grant made to a private corporation had been made to the people, and assumed also that a township, actually then located within the limits of the Territory of Alabama, belonged to the people of Mississippi.

Without dwelling upon the complications that would have arisen if Mississippi had claimed the ownership of a township of land within the limits of the State of Alabama, attention is called to the fact, that from its foundation, in 1802, to the year 1826, there is nothing in the acts of the Territorial or State Legislatures in Mississippi indicating that Jefferson College was in any way under the control of the State. It is true that the Territorial Legislature in the act of December 13, 1816, provided for a loan of money to the trustees of Jefferson College, but it also provided that "*bond in double the amount should be taken*," and that suit should be instituted if the funds should not be returned at the stipulated time. Moreover, in the same act of December 13, 1816, the Legislature made donations of money to two other schools—Greene Academy and St. Stephen's Academy—which were, in no sense, State institutions, and not so regarded by the Legislature.

The Legislature and people of the newly-formed State of Mississippi were eager to utilize the means for public education afforded in the grants of land made by Congress in the act of February 20, 1819. It was, however, at once evident to the Legislature that it would have difficulty in securing control of the township which had been granted by Congress to Jefferson College, a private corporation. The act of Congress of February 20, 1819,

implied that the original grant to Jefferson College had been intended for the Territory and State of Mississippi. It was evident to the Legislature of the State that there was no valid ground on which it could base a claim to this township, however much it might desire to have this addition to the lands it had received from Congress for the support of common schools and a seminary of learning. The trustees of Jefferson College seemed willing to relinquish *some* of their rights as an independent corporation if thereby they might help the institution to prosperity, or gain assistance from the State.

The following extract from a "*Historical Sketch of Jefferson College, published by order of the Board of Trustees in* 1840," page 79, bears out this statement:

> To afford an opportunity to the Legislature of placing the institution [Jefferson College] more immediately under its control and management, and to give to it that patronage and support which *would be due to it as a State institution*, the trustees proposed to the next session of the Legislature, in January, 1825, a modification of their charter. The act of the thirtieth of January, 1826, was accordingly passed and accepted by the trustees.

It was clearly understood, by both the Legislature and the trustees of Jefferson College at this time, 1826, that the college was *not* a "State institution."

In 1829, the Legislature of the State adopted a resolution authorizing the Executive—

> To appoint *three agents* to inquire into all the means and resources in the State applicable to the purposes of general education; to confer with the trustees of Jefferson College and ascertain the condition and prospects of the institution, and whether it was practicable, and on what terms the trustees would surrender the charter to the State.
>
> The conference accordingly took place on the twenty-seventh of October, 1829, and an address, setting forth their views at large, was presented by the agents, accompanied by several interrogatories propounded by them as to the dimensions and arrangements of the college building, the endowments and available funds, the number and character of the

professors, its future prospects, the expediency of surrendering the charter, and, if the surrender was deemed inexpedient, what report the agents should make to the Legislature as to the money loaned to the institution. (*Extract from "Historical Sketch of Jefferson College," page* 83.)

From this same "Historical Sketch," published by the trustees of Jefferson College, the following statements are taken (*see pp.* 83, 84):

The temper of the board assembled on this occasion was most favorable to the desires of the agents. The investigation, however, given the subject by the committee appointed to prepare a reply on behalf of the trustees, satisfied not only the trustees, but the agents themselves, of the utter inexpediency, if not impracticability, of the measure.

. . . *As to the proposed surrender of the charter, it was shown that the proposition involved not merely the annihilation of Jefferson College, but the forfeiture of its resources,* and, consequently, could confer no benefit to any other institution, though established in its name; *that it could not, by the clearest principle of law, transmit its revenues or endowments to an institution erected in its stead;* for, as to all purposes to which they were designed, they would necessarily fail with the demise of the corporation in which they were originally vested. . . . *The land on the Tombigby, if it did not revert to the original grantor, would escheat to the State of Alabama.*

After this failure to secure the surrender of the charter of Jefferson College to the State, in 1829, on account of the difficulties indicated, all hope of the State's gaining control of the township of land granted by Congress to Jefferson College was lost, and the Legislature turned its attention to the proper administration of the trust connected with the *second* township mentioned in the act of Congress of February 20, 1819, and received previously to 1825. With this single township as a basis, the State has been able to establish and maintain a university superior in its facilities, and in the extent and character of its work, to what has been accomplished in most of the States that have received two or more townships of land for this purpose.

The single township received from Congress was well located, the lands were sold at a good price. The proceeds of all lands granted for the support of a seminary of learning were, by the act of the Legislature dated February 20, 1840, "appropriated for the use and benefit of the University of the State of Mississippi." The State pays to the University, annually, the sum of $32,643, as interest on a seminary fund of $544,050. The buildings, libraries, cabinets of apparatus, museums, and various improvements made, have cost at least $250,000. Since its opening in 1848, the University has had an average attendance of 240 students. It has graduated more than 1,100 from its academic and law schools. At the present time many of its buildings are old and in need of repairs. Its libraries and cabinets need many additions to meet the requirements of the work done in the University. New departments of instruction need to be added in order to keep the scope and character of its work fully abreast with what is done in similar institutions. In what has been done in the administration of the one township intrusted to the State by Congress for the support of a seminary, Mississippi can challenge comparison with any State that has received two townships.

Since the State of Mississippi has, for the reasons previously stated in this paper, *and through no fault of the authorities of the State*, failed to receive one of the two townships of land which it was evidently the intention of Congress to grant to the State for the support of a seminary of learning, the undersigned, representing the University of Mississippi, to which the Legislature of the State has appropriated, by the act of February 20, 1840, all funds that may accrue from the sale or lease of lands granted by Congress for seminary purposes, respectfully, through the Senators and Representatives in Congress from this State,

memorialize the Congress to indemnify the State of Mississippi and its University for the failure of title to one of the two townships of land intended to be granted by Congress for seminary purposes, as shown by the act of Congress of the twentieth of February, 1819.

The undersigned are encouraged to make this petition for the following reasons:

Equity requires that Mississippi should not be allowed to receive merely *one* township from Congress, when every other public land State has received *at least two.*

The will of Congress undoubtedly was, in the act of February 20, 1819, to grant two entire townships in trust to the Legislature of the State of Mississippi for the support of a seminary of learning.

The act of Congress of February 20, 1819, may evidently be construed as implying that Congress considered Jefferson College to be an institution under the control of the Territorial Legislature in Mississippi.

In fact, Jefferson College was at the first a private corporation, and continues to exist as such to the present time, independent of State control.

But even if it had been, previously to the passage of the act of Congress of February 20, 1819, under the control of the Territorial Legislature (which was not the case), it would have been not equitable for Congress to turn over to the State of Mississippi, upon her admission into the Union, the remnant of a grant of land which had proved utterly unprofitable to the college, and which was actually located in another State. The Territorial Legislature of Mississippi certainly had nothing whatever to do with the location of the lands granted to Jefferson Col-

lege, and it is certain that the location was so badly made that the trustees of Jefferson College afterward secured a change of location by the act of Congress of April 20, 1832.

In Minnesota, under Territorial administration, the two original townships named in the act of Congress of February 26, 1857, were almost lost to the State. When the State of Minnesota was admitted into the Union, Congress, by the act of July 8, 1870, gave to the State two townships in addition to the two mentioned in the act of February 26, 1857. The language of the act of July 8, 1870, justifies the statement of the Board of Regents of the Minnesota University that "certainly it was not the intention of Congress to turn over the debts and prospectively incumbered lands of an old and badly managed Territorial institution, but to give the State that was to be, a grant for a State university free from all connections with Territorial organizations." (*P.* 296, *Bureau of Education Circular of Information No.* 1, 1890.)

If the condition and prospects of Jefferson College in 1819, as shown in the authorized historical sketch of the college referred to previously in this paper, had been fully shown to Congress when the act of February 20, 1819, was pending, it is reasonable to assume that, even if Jefferson College had been under Territorial control, Congress would have acted in the case of Mississippi as it did in the case of Minnesota, and granted to the State an unincumbered full portion of land for a seminary of learning.

The intention of Congress to grant two townships failed through no lack of diligence on the part of the Legislature of the State.

It can be shown from an examination of the land laws of Congress, as well as from a study of the history of the

seminary funds in the several other States and Territories, twenty-one in number, *that Congress has uniformly, excepting in the case of Mississippi, taken whatever special action was necessary to secure to the State, when admitted into the Union, its full quota of seminary lands.* In the case of the State of Ohio, when there was danger that one of the three townships reserved by Congress for the future State might be lost to the State in the settlement of the affairs of John Cleves Symmes, within whose purchase of land it was located, Congress, in the act of March 3, 1803, instituted process for its recovery, and provided that, if this process should fail, another township should be granted in lieu of the first. In fact, another *was* granted to the State, outside the Symmes purchase. (*See p.* 30, *Circular of Information No.* 5, *Bureau of Education.*)

The action of Congress in reference to the seminary lands of the State of Indiana furnishes a most striking precedent for such action as is asked for in this memorial. By the act of March 26, 1804, one township was reserved from sale for the support of a seminary in the district which afterwards became the State of Indiana. The Territorial Legislature, on the twenty-ninth of November, 1806, granted a charter to the "*Vincennes University*" in terms almost identical with those of the charter of Jefferson College in Mississippi. In the same year, the *Legislature of Indiana Territory gave to the Vincennes University the seminary township* reserved from sale by the act of Congress of March 26, 1804. "In 1822 an act was passed by the General Assembly for the practical confiscation of its lands for the support of the new 'State Seminary' at Bloomington, and in 1824 the State formally declared the Vincennes institution extinct." It was charged that the "trustees had negligently permitted the corporation to die." In 1845 the corporation of Vincennes University

was revived by action of the Legislature, and the trustees laid claim to the lands of the first seminary township, which the Legislature had transferred to the State Seminary from the Vincennes University. In accordance with an act of the Legislature of the State, dated January 17, 1846, suit was brought by the *trustees of the Vincennes University against the State of Indiana* to test the question of title to this land, which was then being used by the *Indiana University*, into which the "State Seminary" had been changed. The final settlement of this suit was by the Supreme Court of the United States, at the December term, 1852, and in favor of the Vincennes University. By this decision, and from the sales made by the trustees of Vincennes University before its lands were transferred from it, the State University of Indiana lost control of one of the two townships intended by Congress for seminary purposes in the State of Indiana. *The loss was due to the fact that the Territorial Legislature had given this township to Vincennes University*, "a private corporation." But Congress, by the *act of July* 12, 1852, granted to the State of Indiana, for the use of the State University, a tract of land equal to that part of the first township which had been disposed of by the trustees of Vincennes University before the transfer, and *on the twenty-third of February*, 1854, made full restitution to the University of Indiana for the land *which it had lost through the act of the Territorial Legislature*, thus securing in trust to the Legislature of the State of Indiana its full quota of two entire townships. The statements regarding this case are based upon the acts of Congress cited, the records of the Supreme Court of the United States, and the publications of the United States Bureau of Education, Circulars of Information Nos. 1, 1890, and 1, 1891.

If the State of Indiana is indemnified for the failure of title to a township of land for seminary purposes due to

the act of the Territorial Legislature, should not Mississippi be indemnified for a similar failure of title caused by defect in the act of Congress?

The land actually received by the State of Mississippi under the act of February 20, 1819, consisting of *one township*, was located when there were valuable public lands subject to entry in the State, and was sold at an average price of more than five dollars per acre. The public lands now remaining in the State are much less valuable, and are subject to entry at not over $1.25 per acre. Moreover, the State of Mississippi and the University of the State have been deprived ot the use of one township for more than fifty years. Therefore, in order that the State and the State University may be fully indemnified for the failure to make title to good and valuable lands while such were open to entry in the State, Congress is urged to grant, for the reasons stated, three townships of land in lieu of the one to which title failed. Such action would give to the State of Mississippi a full quota of four townships, the number actually granted, up to the present time, to each of the following named States: Florida (act of March 3, 1845); Wisconsin (acts of August 6, 1846, December 15, 1854); Alabama (acts of March 2, 1819, and of the Forty-eighth Congress, 1884.)

It is earnestly urged that the following be made a law:

AN ACT TO INDEMNIFY THE STATE OF MISSISSIPPI FOR THE FAILURE OF TITLE TO A TOWNSHIP OF LAND INTENDED TO BE GRANTED TO SAID STATE ON HER ADMISSION INTO THE UNION.

WHEREAS, Through the peculiar wording of the act of Congress of February 20, 1819, the State of Mississippi has failed to receive one of the two townships of land intended to be granted by Congress as her quota of land for the support of a seminary of learning, and has not

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only been deprived of the use of said township for many years, but has lost the opportunity of selecting it from the more valuable lands of the public domain within her borders; *for remedy thereof*,

Be it enacted by the Senate and House of Representatives of the United States of America in Congress assembled, That the Governor of the State of Mississippi be authorized to select out of the lands of the United States, within the said State, now subject to private entry, sixty-nine thousand one hundred and twenty acres of land, in legal subdivisions, being a total equivalent to three townships, and shall certify the same to the Secretary of the Interior, who shall forthwith, on receipt of said certificate, issue to the *State of Mississippi* patents for said lands; *Provided*, The proceeds of said lands, when sold or leased, shall be, and forever remain, a fund for the use of the University of Mississippi.

The foregoing statements, and all of this memorial to the Congress of the United States, are approved, and the Senators and Representatives in Congress from Mississippi are respectfully and earnestly urged to present the matters herein stated to Congress, and to urge the speedy enactment of such a measure of relief and indemnity as is indicated above. G. Y. FREEMAN, CHAS B. HOWRY,

(Signed) WILL T. MARTIN, R. A. HILL,
ROBERT H. THOMPSON, ROBERT LOWRY,
W. C. WILKINSON, H. A. BARR,
J. A. ORR, D. McKENZIE,
H. F. SIMRALL, J. S. McNEILY,
CHAS. B. GALLOWAY, H. L. MULDROW,

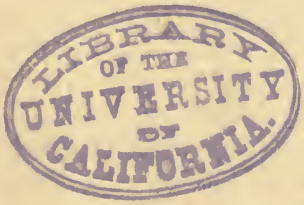
Members of the Board of Trustees of the University of Mississippi.

THE ELECTIVE SYSTEM IN ENGINEERING COLLEGES.

BY

M. E. WADSWORTH, Director of the Michigan Mining School.

[*From The American Geologist, Vol. XVIII, November, 1896.*]



[*From The American Geologist, Vol. XVIII, November, 1896.*]

THE ELECTIVE SYSTEM IN ENGINEERING COLLEGES.*

By M. E. WADSWORTH, Director of the Michigan Mining School.

It was my privilege to present for your consideration last year a paper on the elective system as adopted in the Michigan Mining School; it is now my purpose to continue this subject by presenting some further particulars and pointing out the conditions under which this system might with great advantage be introduced into other engineering colleges.

To establish a clear understanding between the auditor and myself, I shall divide the matter up into heads which are regarded as cardinal points in the argument.

1. Engineering is a Learned Profession.

This I think will be admitted without discussion. hence it clearly follows that studies forming integral parts of the

*Read before the Society for the Promotion of Engineering Education. Buffalo, N. Y., August 20th, 1896. (Abstract.)

course in all engineering colleges are just as truly professional studies as are those given in schools devoted to theology, law, and medicine. Those who follow the last named professions have certainly not excelled the engineer, if they have equalled him, in the task of promoting the happiness, welfare and morality of mankind; nor can it be proven that success in either of these professions requires deeper study, higher intellect, more experience with men and things or better balanced judgment, than is needed for the successful presentation of engineering projects. Why, then, does the public at large hold the engineering profession inferior to the others just mentioned? I answer, because we ourselves have set them the example and they accept the engineer at our own valuation. Educators have, unconsciously, perhaps, but none the less truly, proclaimed their own conviction of the inferiority of an engineer's mental needs and equipment by the introduction and continued retention of

II. *Non-essential Studies in Engineering Courses.*

This mistake naturally arose from the fact that the early engineering schools or courses were planned in the now clearly erroneous assumption that their training must include a so-called liberal education, or else prove itself to be the equivalent of the classical courses then in vogue. Further, most of these early engineering courses were grafted into older institutions, under control of a literary or classical faculty, men whose very training and success in their chosen lines unqualified them to perceive that the study of engineering, if properly conducted, affords just as rigid, logical and powerful a mental training as can be obtained through the study of any other subjects whatever.

The engineering faculty, and they alone, are the parties competent to formulate the list of studies for engineering students, and their decision in such matters must be final, if engineering courses are to be freed from driftwood and barnacles.

III. The Natural Sequence of Studies must be Observed.

It is objected by many (1) that under the elective system the student will receive only a disorganized course, and (2) he will finally graduate with a training which is insufficient, because it lacks both depth and comprehensiveness. Neither

objection is sound, if the course is in competent hands. The professor of each branch unquestionably knows what subjects a student must have mastered in order to profit from his own instruction, hence if he rigidly demands these, his students must necessarily have received a systematic and thorough training in everything having a real bearing on any work they elect to take up. Strict observance of the sequence of studies will with mathematical certainty force each student to go thoroughly over every subject preparatory to every other subject elected, hence a disorganized course becomes impossible. It thus appears that by this system, depth is not sacrificed but rather increased.

Lack of comprehensiveness is easily and effectively guarded against by demanding for graduation as many courses as a good student can successfully carry in the time usually available for a college course. Indeed, if the natural sequence of studies be rigidly observed, it is advantageous and perfectly feasible to throw down the artificial barriers that have grown up between the different branches of engineering and thereby allow the students to enter upon a general engineering training, without any sacrifice of thorough work, or any friction between various departments. Students could select courses in harmony with their dispositions and abilities; the differentiation would take place naturally. While the degree would not mean that all had taken the same studies, it would mean that every study taken had been prosecuted with success. Further, it would mean that the student has received a better training for his life work than can be given under any rigid or optional system. Quality, not quantity, is the distinguishing feature of this plan.

There is no reason whatever why the elective system should be confined to engineering colleges alone of professional institutions. If the sequence of studies, which is to the elective system what the keystone is to the arch, is rigidly observed, the system could with advantage be introduced into law, medical, theological, or other professional colleges.

IV. The Elective System clearly shows up inferior Teaching, superfluous Subjects and incompetent Professors.

As each professor rigidly demands proficiency in all branches preparatory to his subjects, every student in a class must in

a measure serve as an exponent of the ability, thoroughness, or honesty of such other professors as have had charge of his previous studies. Any evidence of general inferiority in training in any one subject is quickly detected, and the remedy should be promptly applied.

Should a professor introduce courses foreign to the work of the school, the fact is quickly made apparent because no other professor prescribes such courses as preparatory to his own, nor do the students elect them. Hence this system does away completely with all padded courses, incompetent instruction, or irrelevant matters given merely to fill in a certain amount of time. It makes such instruction serve as a check on the proficiency of the others, produces a co-ordinate system of studies, and renders possible educational results which under the old systems would demand a much larger faculty.

V. The Elective System is the only one which can make full Provision for the differences in Temperament, Taste and Talents, which must always exist between the various Members of the Student Body.

Under the elective system the student selects that work for which he has been properly endowed by nature; he takes far greater interest in it, and the results are deep and permanent. So marked is this that no instructor in the Michigan Mining School now hesitates to demand of his men far higher and better work than even the most sanguine could ever hope to get under the old rigid system. Even if the elective system does demand higher work in each branch, and a more proficient preparation for each study, the student himself readily sees the object and justice of each requirement, and cheerfully accepts an obligation carrying with it freedom in choice of studies and avoidance of non-essential ones. All this acts like oil upon the machinery and enables the product to be turned out with little noise, friction and wear and tear.

Since engineering is largely a matter of economics, is it not wise to have the student make the first application of this principle when expending his own energy and time?

VI. Certain Conditions are Essential if the Elective System is to be a Success.

It must be clearly recognized that every educational institution has its individual peculiarities, hence before undertaking the introduction of a new system, or a modification of an

old one, every school must make an exhaustive inquiry to determine the relations between the proposed course and its environment, constituency, faculty, trustees, equipment, object, etc. That scheme most in harmony with these should be adopted, and in determining which one most nearly meets the required conditions, nothing is more necessary than a liberal use of that very rare commodity, common sense.

It is surely unnecessary for me when addressing a body of engineering educators to point out the uselessness of mere copyists or servile imitators; temporary success may crown their efforts in some cases, but not one like this, because in every problem the requirements are so diverse. In every case the scheme must be worked out anew in every detail from the very foundation.

Every educational scheme, and the elective system more than any other, demands for success that schools be conducted on sound business principles. The governing board must be composed of experienced, able, judicious, and conscientious men; they need not of necessity be educators or engineers, but they should have the wisdom to perceive that the successful direction of a higher educational institution requires experience and ability on a par with that demanded in any other business or profession. They must realize that no success can crown their efforts unless they clearly understand that their duty consists entirely in formulating the objects of the institution, providing the means to reach these objects, choosing an able and discreet director or president and seeing that he attends to his duties. Assumption of any other power is mathematically certain to cause friction and throw painful obstacles in the way of progress.

The success of the institution depends largely upon the chief executive officer and the faithfulness with which he is supported by the board and faculty. The president need not of necessity be an engineer, but it is absolutely indispensable that he be an able and experienced educator, a man of broad gauge, liberal spirit, unbounded energy, perseverance and firmness. To him should be left, without any interference whatever, the carrying out of the plans formulated by the board, and he should be held strictly accountable for results. Nothing short of incompetence should be deemed a sufficient reason for interfering with his plans.

The president must make a study of the institution as a whole; formulate the results to be reached by each official of the school in order to carry out the general scheme; see that these results are obtained, be empowered to discharge, without recourse to others, any official found to be incompetent. He must allow each of his associate officers full liberty to reach in his own way the results demanded of him, rigidly abstain from interfering with his work and aid him whenever possible.

VII. The Advantages of the Elective System.

They may be briefly enumerated as follows:

(a) It lightens the labor of the instructors, i. e., removes much of the drudgery, makes the work far more a labor of love and enables each one to give as extended a course in his department as he wishes without interfering with another professor.

(b). It greatly reduces the friction between faculty and students, almost does away with faculty meetings and renders the necessary regulations few in number.

(c) It renders examinations almost unnecessary, grades the student by his daily work; removes the padding of courses, shows up inefficient teachers and allows the professors and the institution to get rid of incompetent pupils with almost no friction.

(d) It results in better and higher work in each subject, and develops the best that is in each student.

(e) It is more economical both in money and time than either the required or optional systems, i. e., a smaller faculty accomplishes the same results.

(f) It enables an instituiton to keep pace with the rapid development of the various branches of engineering without the introduction of new faculties and new degrees with all their attendant evils.

(g) It serves as a safety valve for the students' pent up energies, and almost does away with class rebellions, especially those due to some particularly obnoxious professor, or to the suspension of some popular student.

(h) It does away with the practice of hazing and most of the other disgraceful customs of students in educational institutions; it renders the student more manly, and in a professional school allows a man to attend to athletics and his studies without that demoralizing sacrifice of truth so fearfully prevalent.

(i) It proclaims to the public, and with perfect truthfulness, that not only has the student "gone through" certain studies to obtain a degree but each of those studies has "gone through" him; in other words, that no student has been allowed to slide through some studies in which he was weak because there were others in which he was proficient, nor has he been graduated simply because of his excellence in athletics.

(j) It unites into one harmonious whole the studies that are usually classed as undergraduate to those that are called graduate, and leads the student to consider them all as a desideratum for his work. It broadens his field of view, inclines him to pursue further study, and diminishes his tendency to contract the megacephalous disease.

VIII. Experience in the Use of the Elective System at the Michigan Mining School.

When I assumed the position of director of the Michigan Mining School nine years ago the institution was in its infancy and no systematic course of instruction had been laid out. The rigid system usual in engineering schools was the only one then available and it was accordingly introduced. The rapid development of the school soon pushed this system to its ultimate results, namely, the wishes of each member of the faculty as to the work he thought should be given in his department were gratified. There resulted in consequence an engineering course which could be successfully coped with only by one exceptionably able both mentally and bodily.

Every instructor realized that the system was crushing under its own weight, and that prompt relief was imperatively necessary. When casting about for a solution of the long foreseen difficulty, the director, among other things, interviewed each member of the faculty separately as to his views on the desirability and practicability of an elective system. The concensus of opinion was that such a system, while advantageous in a literary institution, presented insurmountable obstacles to its introduction in a technical institution like the Michigan Mining School. The director, however, saw no other solution to the difficulties then encompassing the course of study, and, notwithstanding the discouraging outlook, determined to test the practicability of laying out a suitable scheme; from time to time he consulted each instructor as to his wishes in all matters relating to his department. After several months' labor the details of the plan were finally worked out, obstacles surmounted, conflicting interests harmonized, and the completed work submitted to the faculty and the board. It was promptly and unanimously adopted by both bodies and has proven to be the greatest single advance the Michigan Mining School has ever made.

The faculty meetings have been reduced from one or more weekly to five in forty-five weeks, and unless some emergency arises, one or two meetings a year will be all that will be necessary in the future to transact the business that is required of the faculty as a body.

The system has also brought about a simplification of the other work and enables it to be rapidly done because the director is charged with the duties that usually devolve upon a faculty, and because each professor has absolute control over his department and the students in his classes. The head professors are responsible to the director while the other instructors are directly responsible to the head of the department with which they are connected.

The regulations of the school have been greatly reduced in number and so arranged that the student himself is specially interested in seeing that they are observed, since if they are not, his own act walks him out of the institution and closes the door behind him, in most cases without the intervention of the faculty or director. Those of you who have debated long hours over some student, whether it was "to be or not to be" can realize what a relief such automatic action is for a long suffering faculty. These changes have all naturally grown out of the elective system, and the result is that the Michigan Mining School has had one of the pleasantest, most profitable and harmonious years it has ever seen, although it has never developed enough disturbance in its history for the newspapers to take up its discussion. Not a single professor or student desires or would go back to the old system, and while further experience will undoubtedly indicate various modifications of details, it can certainly be considered at this time that the elective system is an unqualified success.

Library University of California
From E. S. Holden,
(3)

The Future of the College.

A PAPER READ BEFORE THE

Association of Colleges and Preparatory Schools in the Middle States and Maryland,

AT

BALTIMORE, DECEMBER 1, 1894.

BY

TALCOTT WILLIAMS,

REPRINTED FROM THE "PROCEEDINGS."

The Future of the College.

By the "Future of the College" is, I assume, meant the future of the college as a separate institution apart from preparatory work on one hand, and from professional work on the other. The original invitation which I received spoke of the future of the "small," by which I assumed was meant the detached colleges, distinguished from the college which is an integral part of a university.

In discussing the work and future of these two classes of colleges, it is indispensable to know something of the field from which they draw their students and the changes in this field in the past twenty-five years. I say twenty-five years because it is now twenty-nine years since the close of the war and the past quarter of a century may be accepted better than most periods of equal length as a new epoch separated by many changes and alterations in public and private life, in social and political conditions from the years that went before. History has no dividing lines. Period shades into period. This is as true in education as elsewhere. Much error springs from seeing boundaries where none exist. Still, taking this period, since the war and beginning it *circa* 1868, two questions need to be answered.

Are the separate colleges—and I mean by this institutions isolated from professional work and standing alone in rural sites or lesser cities—are these colleges drawing a larger or smaller share of their attendance from their immediate neighborhood, which for my purpose I define as a radius of twenty-five miles.

Second. Are these colleges, first as compared with the larger institutions in their own field, and second, with the larger New England colleges, drawing a larger or a smaller body of students? In other words, are they becoming more or less local in the character of their attendance and are they advancing or falling behind in their competition with institutions more conspicuous, more heavily endowed and in consequence of the development of our system of transportation and the increase of wealth, more accessible to students both in the Middle States and in the New England States?

If the annual fall crop of college students were followed with anything like the care of the annual fall crop of cotton bales, or

the monthly production of pig iron or the weekly shipments of boots and shoes or daily stock rates or any other of a score of products which to me, a mere newspaper chronicler of the affairs of the land, seem much less important than the yearly yield of college students, it would be possible to answer this question instantly and with reasonable accuracy, say with a variant of error of two or three per cent. A tax of about a dime a student would furnish every college with an annual return, showing how many boys were fitting for the higher education, classical and scientific, and where, how many went on or fell out, and how they were distributed geographically, so that every college president would have there turns as to his high calling, which the modern merchant and manufacturer deems indispensable in his money-getting and would know, first what raw material was preparing in his natural feeding ground, territorial and personal, referring here both to adjacent neighborhood and schools naturally contributing, and centres and families influenced by alumni, where this raw material went and whether the college whose priceless work he is controlling and directing, was getting the same share as in the past, drawing ahead or falling behind. In addition, and no less important, students of our national education could watch the movement of the fall college crop with the same accuracy and intelligence with which for ten years past, for instance, we have been able to follow the transfer of the cotton production to Texas, the change from anthracite to coke in pig iron, or the concentration of sugar refining in a few refineries. While some private and spasmodic attempts have been made to answer these questions, they are few and disconnected. A number of colleges give the distribution of their alumni, but none that I know has published for a series of years a table giving the source from which its students have been drawn. Outside of New York no State collects these facts. Yet if we had to-day a return giving for fifty years past the number of college students, what a priceless record it would be of the distribution of the demand for higher education, of its flow, and in some cases ebb, of the effect on the appetite for a college education in different communities of different systems of State and local education!

In the absence of any such ordered statistics, I have endeavored to compile a few comparative facts in answer to the three questions already stated. Inevitably, they are incomplete, inadequate and involve much statistical confusion in adding and comparing quantities not precisely similar. "College" is a

word of many meanings. "College student" stands for very diverse qualifications. Yet rude as these comparisons are, and they are presented as only average and general approximations, they seem to me at least better than nothing; better than mere theory and argument about this issue, based on vague, personal impressions.

The United States Bureau of Education in its report for 1890–91 gives 102 "colleges" for men only or both sexes in the States of New York, New Jersey, Pennsylvania, Delaware, Maryland and Ohio. The varying grading, classing and arrangement of these colleges, renders any comparative statement between past and present attendance, and the past and present geographical distribution of their students difficult. At the same time, without some comparison, it is impossible to discuss intelligently the past development or present condition of these institutions, particularly of the lesser colleges. Taking the list published by the Board of Education as a basis, it gives 102 "colleges," with 1287 male and 87 female instructors, or 1374 in all, and 11,976 male and 2032 female students, or 14,008 students in all. Of these colleges, there are 46 with about two-thirds this attendance or in 1893, 9402 students and a like proportion of instructors or 1147, whose attendance in 1868 and 1893, I propose to compare. These institutions not only hold two-thirds of the total attendance returned as collegiate in the annual report of the Bureau of Education, they include a still larger proportion of what may be properly called college attendance. Of the remaining institutions (56) there are 15, six of them Roman Catholic from which I was unable to obtain any answer to my numerous circulars and imploring letters. These had in 1890–91, about a thirteenth of the collegiate attendance or 1065 students and 117 instructors. There are 23 Roman Catholic colleges. Of these 6 did not answer and only 9 of the remainder gave full lists of students, with residence. The 23 colleges, as given in the Report of the Bureau of Education, had in 1890–91, 210 instructors and 1912 students. The instruction of these colleges, while valuable and thorough at many points, does not admit of comparison with the normal American college. There are 15 colleges in regard to which I was able to procure facts only for 1893, but these had only 175 instructors and 1432 students. Add to this 9 high schools, military academies and 3 institutions devoted exclusively to training the Protestant Episcopal and Lutheran clergy, and nondescript institutions, including one university which enters

in its catalogue the attendance on its kindergarten, and it will be seen that the 46 leading colleges of these States have all but a small fraction of their true college attendance. I may add that I have included Ohio because it is the State in which the small college is most numerous and, while not ordinarily included in the Middle States, its relations are far closer with them than with the States to the West.

In comparing the attendance of these 46 institutions in 1868 and 1893, two serious difficulties arise. The qualifications for admission and graduation differ. Into these differences, I have made no attempt to enter. In my tables, I have given each institution and I must leave to others, such exclusion as may seem necessary. It is, I think, true, that in the 46 "colleges" no institution is included which would not in the ordinary use and acceptation of the term be accepted as giving a "college education," although the difference between the attainments required for a degree in the most and least advanced of the institutions included is undoubtedly equal to two or three years work. A more serious difficulty exists in the different place given to academic and scientific work. In the smaller colleges, these two orders of students are united. In Dartmouth, where they once were separated, they are now mingled. In Harvard, Yale, Columbia and Princeton, these two classes are kept distinct. Yet as every one knows, men are in the academic or college department in Harvard, who at Yale would be in the Sheffield Scientific School. In Cornell and the University of Pennsylvania, these two classes are inextricably mingled. While I would be glad to make an exclusively "college" comparison and with a mutual agreement among our colleges for a uniform plan of catalogue, this could be done; at the same time, the detached colleges feel the competition of both college and scientific courses. I have therefore included both in my tables; but have so separated and designated them that the college attendance can be traced by itself. In the tables I wish to add I have been aided, so far as account of names was concerned, by the valuable assistance of Mrs. Henry S. West.

These 46 colleges had in their undergraduate departments in 1868, 4779 students. In 1893, they had 9402 students. They had just doubled. In 1868, 2025 students were in a radius of twenty-five miles or 42.21 per cent. In 1893, there were 3983 students in this radius or 43.42 per cent. The proportion had not changed. Of these colleges, six—Johns Hopkins, University of Pennsylvania, Columbia, Princeton, Cornell and

Adalbert form part of a group of professional schools. Including the attendance for 1877 for Johns Hopkins, and for 1868 for the rest, and these larger institutions had grown from 912 to 3480. They had all but quadrupled, a growth of 279.04 per cent, while the general attendance had doubled. In 1868, nearly one-half, 43.53 per cent, or 397 students were from twenty-five miles. In 1893, 1136 students or one-third, 32.35 per cent were from residences within twenty-five miles. The remaining 40 colleges had in 1868, 3867 students, and in 1893, 5922 students. They had not quite doubled, growing 52 per cent. In 1868, 1628 students or 41.87 per cent, say two-fifths were from within twenty-five miles, and in 1893, 2947 students or 48.43 per cent were from within this radius. To resume, in these forty-six colleges, the colleges collectively had doubled. The six big ones all but quadrupled, the detached institutions had grown one and one-half fold. The attendance within twenty-five miles for the larger and for the smaller was unchanged. Plainly while the six larger colleges are growing faster, the smaller in their growth are sharing with the larger in the widening area from which they draw their students. Moreover, if the 461 students in the collegiate department of the University of Pennsylvania, be increased by 222 of those not studying for a degree, the larger colleges have grown four fold and the smaller have grown one and one-half fold, while the proportion of local attendance will be unchanged.

Turning now to the New England colleges, Yale and Harvard, as university colleges, and Amherst, Brown, Dartmouth, Wesleyan and Williams, as detached colleges may be accepted as covering the New England field. These seven colleges had in their undergraduate departments in 1868, 2245 students and in 1893, 4974, including the scientific schools of Yale and Harvard. This is a growth of 121.11 per cent, say two and a quarter, in twenty-five years. The two university colleges grew from 1180 students to 3264, or 176.61 per cent, or two and three-fourths. The five smaller colleges grew from 1065 to 1710, or 62.13 per cent, not quite twice. In other words, in New England, where the college system may be assumed to be more completely developed, the detached college keeps up better with the university than in the Middle States. But when we come to analyze the source of this increase, it proves to a surprising degree to be due to the growth of a local appetite for college. This group of seven New England Institutions grew two and a quarter times in twenty-five years. Their

attendance from within twenty-five miles grew nearly as fast from 599 to 1164, or 94.98 per cent. Both Yale and Harvard have a large part of their radius of twenty-five miles under water, but even with this the attendance within this limit grew from 395 to 722, an advance of 327, or 82.79 per cent. The smaller colleges rose in this attendance from 204 to 442, an advance of just double, or 118.81 per cent, or twice more than their growth.

While these New England colleges ordinarily felt to be drawing away from the Middle States, have increased their attendance from these States, it is matched by a growth in the States. In 1868, the seven colleges I have mentioned had 350 students from New York, in 1893 they had 973, short of three fold. In the same period Cornell alone advanced its attendance from New York State, from 144 to 738. On the other hand, Rochester, Syracuse, Hamilton, Hobart, Colgate, Union, Columbia, College of New York and the University of New York, advanced their New York attendance from 1033 to 1877.

Taking Cornell, these nine colleges, Princeton and the seven New England colleges, and there were in 1868, 1558 students from New York. In 1893 there were 3809. Of this increase 623 had gone to New England colleges and 1628 to Cornell, Princeton and the seven New York colleges mentioned. Adding the attendance in other colleges and in this quarter century the college attendance of New York State over doubled, and the population grew from 4,100,000 to 6,200,000.

The summary of attendance in Pennsylvania whose population grew a little over one-half in 25 years, from 1868 to 1893, was as follows, attendance as will be seen growing twice as fast as population :

	1868	1893	INC.
Attendance in the State	1014	1720	706
Attendance in other Middle States	131	526	395
Attendance in New England States	89	213	124
	1234	2459	1225

Want of space prevents me from presenting like figures from other States.

Two deductions seem to be clear. First, the amazing value of large college endowments and large conspicuous colleges in stimulating the appetite for a college education. In a large sense, colleges, like Darwin's earthworms, create the soil in which they grow and in which I may add, pretty much all else worth having in society grows. Here is Harvard, after

twenty-five years of national growth enlarging from 529 to 1636 students in twenty-five years, and at the end drawing two-thirds 69.73 per cent of its students or 1040 from the State in which it started, while in 1868, the proportion was 65.02 or 353 out of 529. Here is Yale in 1868 with 207 students out of 651 from Connecticut or 31.79 per cent, and after twenty-five years out of 1085 students in the college department, 223 or 25 per cent are still from Connecticut, and out of both departments 434 out of 1628 or the same proportion are from Connecticut. Here is Amherst, midway between these powerful competitors, with 104 students out of 250 from Massachusetts in 1868, or 41 per cent and in 1893, after twenty-five years in which as an alumnus I would have unhesitatingly said its proportion of students outside of Massachusetts had grown, with 150 out of 345 or 43 per cent. If this is true of institutions like these, is it not perfectly clear that the attendance on detached colleges must be created by their presence and would not exist without them? Is not their future growth and multiplication an absolute necessity, if a college appetite is to be created as strong as that which exists in Massachusetts and Connecticut? In short, in considering the future of the college as apart from the university, are we not apt to overlook the need of educating the community as well as the individual, and the necessity of scattering colleges so as to create by their influence the soil out of which college students will grow?

Second, turning from the community to the college, if colleges have, as these figures indicate, a local command over their attendance, so that a large part is due to place and they are sought, not because they are cheap or easy, but because they are near, is it not plain that standards could be raised and qualifications at entrance and for a degree advanced without the risk of losing students. Since locality counts for so much, students will rise to the standard of the college. Ought not then the detached colleges to unite in common examinations for entrance of an advanced standard? Is not this due on one side to the community they are educating and is not this safe on the other as far as their own attendance is concerned? Relying on the tendency of all college attendance to be local, competition being greatly reduced by even a moderate distance, can they not apply more rigorous standards with the certainty that while the education they give will improve, the attendance by which they are supported will not be lessened.

TABLE I.

Attendance in 1868 and 1893 for Forty-six Colleges in the States of New Jersey, New York, Pennsylvania, Ohio, Maryland and Delaware.

Note.—Where a later year than 1868 is used, this is noted for the College in which this is the case, to wit in six cases. Under Johns Hopkins University both matriculates and non-matriculates are treated as members of the college department in the table and footings. In Rutgers, both the College and Scientific Departments are footed in the tables. In Cornell, the total is obtained by adding "Graduate Candidates for a Degree," 30, and "Seniors, Juniors, Sophomores and Freshmen," 1294, but excluding "Special Students," 79. In Columbia, the College Department and School of Mines are included but are given separately in analysis. In Rochester, Union and Syracuse, and in other Colleges only those studying for a degree are included. "Students for Music," and students for "etc" have been excluded whenever the catalogue gave a clue. The mastery of the Cryptic College Catalogue would be a useful elective in a complete School of Pedagogics. In the University of Pennsylvania, 683 students are given on page 48 of the catalogue as "undergraduates" in the college department. The tables below exclude in the list of students, pages 33 to 47, "Post-Seniors," "students not candidates for a degree," "in Biology" and "in Music," leaving 461 students included in the tables and analysis. C stands for College or Academic, S for Scientific; but this distinction is only made when the catalogue makes it. Throughout, "Special Students" as in Harvard are excluded. At best, or rather at worst, a table like this is but an approximation, better than nothing.

Remarks.	Faculty.		Students. Whole Number.		Students. Within 25 Miles.		Delaware.		Maryland.		New Jersey.		New York.		Ohio.		Pennsylvania.		Connecticut.		Massachusetts.		New Hampshire.		Rhode Island.	
	1868	1893	1868	1893	1868	1893	1868	1893	1868	1893	1868	1893	1868	1893	1868	1893	1868	1893	1868	1893	1868	1893	1868	1893	1868	1893
Delaware—																										
Newark, Del.	9	10	27	74	15	53	18	61	3	12	0	1	0	0	0	0	3	1	0	0	0	0	0	0	0	0
Maryland—																										
Annapolis, St. John's College	9	12	15	98	7	33	0	1	13	77	0	3	0	0	0	2	0	3	0	0	0	2	0	0	0	0
Baltimore, Johns Hopkins (1877)	7	66	35	123	22	91	0	0	28	100	0	1	0	1	0	0	0	3	0	0	0	1	0	0	0	0
Westminster, Western Maryland	3	9	70	128	66	57	0	5	68	101	0	3	0	0	0	0	0	3	0	0	0	0	0	0	0	0
New Jersey—																										
New Brunswick, Rutgers	14	30	c 95 s 49	c 69 s152	c 34 s 26	31 76	0	0	0	0	94	192	38	27	0	0	1	1	0	0	0	1	0	0	0	1
Princeton, College of New Jersey	16	70	264	c595 s311 906	44	c 35 s 29 64	3	10	17	33	98	231	31	221	4	51	53	287	0	9	1	10	1	1	0	1
New York—																										
Alfred Centre, Alfred University	.	.	79	25	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.
Clinton, Hamilton	9	18	183	138	56	32	1	0	0	1	0	2	159	114	2	1	5	3	0	1	0	0	0	0	0	0
Geneva, Hobart	7	16	59	76	18	17	0	0	1	1	1	0	43	56	7	0	5	3	0	1	0	1	0	0	0	0
Hamilton, Colgate University	.	23	61	125	14	16	0	0	0	0	2	6	42	83	0	0	0	9	1	3	1	4	1	1	0	0
Ithaca, Cornell	32	147	251	1324	30	114	0	2	1	13	11	44	144	738	8	71	9	130	1	16	1	38	1	7	3	6
New York, College of City of New York (1871-72)	36	56	317	631	317	631	0	0	0	0	4	0	313	631	0	0	0	0	0	0	0	0	0	0	0	0

New York, Columbia	18	c 50 s 23	147	c237 s324 560	140	c207 s231 438	0	0	0	0 2	12	23 42	135	c160 s175	0	c 1 s 1	0	c 0 s 1	0	1 6	0	c 0 s 2	0	0	0	0	0	0
New York, University of City of New York (1871)	14	25	89	166	71	153	0	0	0	0	24	29	56	132	0	1	0	1	3	1	0	0	0	0	0	0	0	0
Rochester, Rochester University	8	18	107	146	48	94	0	0	c	0	1	1	88	129	0	1	2	5	0	0	3	0	0	0	0	0	0	0
Syracuse, Syracuse University†(1872–73)	10	17	108	245	54	76	0	1	0	0	0	7	99	209	0	0	4	11	1	2	0	2	0	0	0	0	0	0
Schenectady, Union University	14	19	169	205	41	58	0	0	0	0	0	2	98	188	0	2	0	3	0	3	0	0	0	0	0	0	0	0
OHIO—																												
Akron, Buchtel College (1872–73)	7	12	7	82	5	46	0	0	0	0	0	0	1	3	6	79	0	0	0	1	0	0	0	0	0	0	0	0
Alliance, Mt. Union	7	9	180	115	79	63	0	0	0	2	0	0	0	1	143	95	27	14	0	0	0	0	0	0	0	0	0	0
Athens, Ohio University	9	24	52	90	27	63	0	0	0	0	0	0	0	0	48	89	1	0	0	0	0	0	0	0	0	0	0	0
Berea, Baldwin University	6	16	111	68	70	27	0	0	0	4	0	0	1	0	105	65	1	1	0	0	0	0	0	0	0	0	0	0
Cleveland, Adalbert	6	22	67	105	20	64	0	0	0	0	0	0	1	0	59	103	3	0	0	3	0	0	0	0	0	0	0	0
Delaware, Ohio Wesleyan University	10	26	229	471	54	143	0	0	1	1	0	0	1	6	105	0	2	0	0	0	0	0	0	0	0	0	0	0
Gambier, Kenyon	10	11	91	76	18	14	0	0	2	0	0	0	3	3	57	68	4	0	0	0	1	0	0	0	0	0	0	0
Granville, Denison (1869–70)	9	11	66	129	13	32	0	0	0	0	0	0	0	0	54	94	1	5	1	0	0	0	0	0	0	0	0	0
Hiram, Hiram	. .	19	15	84	11	46	0	0	0	1	0	0	0	0	15	73	0	4	0	0	0	0	1	0	0	0	0	0
Marietta, Marietta	7	17	66	53	28	28	0	0	0	0	0	0	0	0	53	47	1	3	1	0	0	0	0	0	0	0	0	0
New Athens, Franklin. Students not classified	6	6	52	118	49	99	0	0	0	0	0	0	0	2	51	14	0	18	0	0	0	0	0	0	0	0	0	0
New Concord, Muskingum	5	12	98	68	76	54	0	0	0	3	0	3	0	1	3	62	0	4	0	0	0	0	0	0	0	0	0	0
Oberlin, Oberlin	18	29	156	c122 s 34 c349 s 47 396	37	27 10 50 42 92	0	0	2	3	1	1	14	20	77	210	6	13	0	6	0	9	0	3	0	0		
Oxford, Miami University	9	11	103	69	. .	38	0	0	0	0	0	0	0	0	. .	54	0	0	0	0	0	0	0	0	0	0	0	0
Tiffin, Heidelberg	5	11	71	93	42	43	0	0	3	2	0	0	1	0	61	83	2	1	0	0	0	0	0	0	0	0	0	0
Westerville, Otterbein	6	16	11	91	2	35	0	0	0	1	0	0	0	0	6	69	1	2	0	0	0	0	0	0	0	0	0	0
PENNSYLVANIA—																												
Allegheny, Western University of Pennsylvania				c 52 s 96 148	31	128	0	0	0	0	0	0	0	0	0	1	31	141	0	0	0	0	0	0	0	0	0	0
Allentown, Muhlenberg	11	12	33	95	26	68	0	1	1	0	0	0	0	1	0	0	59	92	0	0	0	0	0	0	0	0	0	0
Carlisle, Dickinson	8	9	62	173	30	57	9	3	22	18	5	10	0	3	2	0	50	127	1	2	0	1	0	0	0	0	0	0
Collegeville, Ursinus. † Not classified	8	15	98	173	30	57	9	3	22	18	5	10	0	3	2	0	50	127	1	2	0	1	0	0	0	0	0	0
Easton, Lafayette	7	12	†148	54	77	28	0	0	0	1	0	0	0	0	0	1	146	50	0	0	0	0	0	0	0	0	0	0
Gettysburg, Pennsylvania	20	28	183	285	39	84	2	2	5	7	29	60	5	11	4	5	130	209	1	3	1	1	0	0	0	0	0	0
Haverford, Haverford	13	22	103	151	35	49	0	0	11	23	0	0	2	3	1	1	81	120	0	0	0	0	0	0	0	0	0	0
Lancaster, Franklin and Marshall	5	20	49	90	22	54	0	2	4	1	5	6	2	1	0	3	27	63	0	1	2	1	1	0	1	0	0	0
Lewisburg, Bucknell	7	15	72	142	27	49	0	0	1	8	0	0	0	1	2	0	69	122	0	0	0	0	0	0	0	0	0	0
Meadville, Allegheny	4	13	70	146	19	43	0	0	0	1	10	9	0	5	0	0	60	81	0	0	0	0	0	0	0	0	0	0
Philadelphia, University of Pennsylvania	10	17	90	118	23	65	0	0	0	0	0	0	3	11	17	6	63	98	0	0	1	0	0	0	0	0	0	0
Swarthmore, Swarthmore	14	79	148	461	141	365	1	13	0	3	11	25	1	3	0	2	134	394	0	0	0	2	0	0	0	0	0	0
Washington, Washington and Jefferson	17	28	51	182	21	65	0	7	4	19	10	22	14	15	0	5	22	87	0	0	0	0	0	0	1	0	0	0
	12	16	192	157	. .	107	0	0	1	1	0	1	0	0	28	8	142	136	0	0	0	0	0	0	0	0	0	0
Totals	462	1147	4779	9402	2025	3983	43	108	188	436	318	721	1295	2954	915	1368	1145	2246	10	56	11	76	4	13	4			

* Johns Hopkins figures for 1877 instead of 1868, 12 matriculates, 23 not matriculates. In 1893 had 93 matriculates, 30 not matriculates.

TABLE II.

ATTENDANCE ON SIX MIDDLE STATE UNIVERSITIES.

NAME OF COLLEGE.	Faculty.		Students. Whole Number.		Students within 25 Miles.		Delaware.		Maryland.		New Jersey.		New York.		Ohio.		Pennsylvania.		Connecticut.		Massachusetts.		New Hampshire.		Rhode Island.	
MARYLAND—	1868	1893	1868	1893	1868	1893	1868	1893	1868	1893	1868	1893	1868	1893	1868	1893	1868	1893	1868	1893	1868	1893	1868	1893	1868	1893
Baltimore, Johns Hopkins	7	66	35	123	22	91	0	0	28	100	0	1	0	1	0	0	0	3	0	0	0	1	0	0	0	0
NEW JERSEY—				C595 S311																						
Princeton, College of New Jersey	16	70	264	906	44	64	3	10	17	33	98	231	31	221	4	51	53	287	0	9	1	10	1	1	0	1
NEW YORK—																										
Ithaca, Cornell	32	147	251	1324	30	114	0	2	1	13	11	44	144	738	8	71	9	130	1	16	1	38	1	7	3	6
New York City, Columbia	18	S 23 C 50	147	324 237	140	231 207	0	0	0	2 0	12	42 23	135	175 160	0	1 1	0	1 0	0	6 1	0	2 0	0	0 0	0	0 0
OHIO—																										
Cleveland, Adalbert	6	22	67	105	20	64	0	0	0	0	0	0	1	0	59	103	3	0	0	0	0	0	0	0	0	0
PENNSYLVANIA—																										
Philadelphia, University of Pennsylvania	14	79	148	461	141	365	1	13	0	3	11	25	1	3	0	2	134	394	0	0	0	2	0	0	0	0
Total	93	457	912	3480	397	1136	4	25	46	151	132	366	312	1298	71	229	199	815	1	32	2	53	2	8	3	7

TABLE III.

ATTENDANCE AT FIFTEEN COLLEGES OF WHICH ONLY ONE CATALOGUE FOR 1893 WAS OBTAINED.

NAME OF COLLEGE.	Faculty.	Students. Whole Number.	Students within 25 Miles.	Delaware.	Maryland.	New Jersey.	New York.	Ohio.	Pennsylvania.	Connecticut.	Massachusetts.	New Hampshire.
	1893	1893	1893	1893	1893	1893	1893	1893	1893	1893	1893	1893
MARYLAND—												
Chestertown, Washington . .	9	52	30	6	49	0	1	0	0	0	0	0
New Windsor, New Windsor .	7	15	4	0	8	0	1	0	4	0	0	0
NEW YORK—												
Canton, St. Lawrence	16	98	51	0	1	0	76	3	1	4	6	1
OHIO—												
Cincinnati. University of Cincinnati	20	201	195	0	0	0	0	191	0	0	0	0
Findlay, Findlay	6	47	41	0	0	0	0	42	2	0	0	0
Scio, Scio	16	72	50	0	0	0	0	68	2	0	0	0
Springfield, Wittenberg . . .	10	123	57	0	0	0	1	96	4	0	0	0
Wilberforce, Wilberforce . .	6	22	9	0	0	0	0	13	1	0	0	0
Wooster, Wooster	24	198	93	0	0	1	0	179	6	0	0	0
Yellow Springs, Antioch . . .	10	32	25	0	0	0	2	29	0	0	0	0
Annville, Lebanon Valley . .	10	34	26	c	2	0	0	0	31	0	0	0
Beaver Falls, Geneva College	7	67	25	0	0	0	1	10	50	0	0	0
Greenville, Thiel	13	78	28	0	0	0	3	15	61	1	0	0
Grove City, Grove City	9	255	143	0	0	0	0	5	250	0	c	0
New Berlin, Central Pennsylvania	4	22	10	0	1	0	0	0	21	0	0	0
New Wilmington, Westminster	8	116	57	0	0	0	7	7	101	0	0	0
Total	175	1432	844	6	61	1	92	658	515	5	6	1

IV.—LIST OF ROMAN-CATHOLIC COLLEGES.—TWENTY-THREE.

MARYLAND—
- Baltimore, Loyola College.
- Baltimore, Morgan College.
- Ellicott City, Rock Hill.
- Ellicott City, St. Charles College.
- Mt. St. Mary's, Mt. St. Mary's.

NEW JERSEY—
- Newark, *St. Benedict.
- South Orange, Seton Hall.
- Vineland, *College of Sacred Heart.

NEW YORK—
- Allegany, St. Bonaventure.
- Brooklyn, St. Francis College.
- Brooklyn, St. John's College.
- Buffalo, Canisius.
- Fordham, St. John's College.
- New York City, College of St. Francis Xavier.
- New York City, Manhattan.
- Suspension Bridge, Niagara University.

OHIO—
- Cincinnati, *St. Josephs.
- Cincinnati, *St. Xaviers.

PENNSYLVANIA—
- Beatty, St. Vincent's College.
- Loretto, St. Francis College.
- Philadelphia, La Salle College.
- Pittsburg, *Holy Ghost College.
- Villanova, Villanova College.

TABLE V.

ATTENDANCE AT SEVEN NEW ENGLAND COLLEGES. 1868–1893.

NAME OF COLLEGE.	Faculty.		Students. Whole Number.		Students within 25 Miles.		Delaware.		Maryland.		New Jersey.		New York.		Ohio.		Pennsylvania.		Connecticut.		Massachusetts.		New Hampshire.		Rhode Island.	
NEW HAMPSHIRE—	1868	1893	1868	1893	1868	1893	1868	1893	1868	1893	1868	1893	1868	1893	1868	1893	1868	1893	1868	1893	1868	1893	1868	1893	1868	1893
			C261 S 51																							
Hanover, Dartmouth	16	31	312	347	35	65	0	0	1	0	0	0	10	11	4	3	3	1	1	0	137	71	120	149	2	2
MASSACHUSETTS—																										
Amherst, Amherst	18	34	250	345	30	49	0	3	1	0	3	7	44	80	6	9	6	8	15	12	104	150	4	11	2	4
				C1494 S 142		C358 S114		C 5 S 2		C 2 S 1		C 19 S 3		C196 S 37		C 41 S 4		C 38 S 13		C 7 S 8		C877 S163		C 25 S 7		C 14 S 2
Cambridge, Harvard	22	162	529	1636	300	472	1	7	7	3	3	22	45	233	21	45	18	51	1	15	353	1040	13	32	5	16
Williamstown, Williams	14	32	173	316	21	49	0	0	0	0	10	6	59	131	8	20	4	10	5	14	44	85	2	8	1	0
RHODE ISLAND—																										
Providence, Brown	15	68	192	452	98	224	0	0	0	1	1	15	8	29	4	2	4	6	10	18	33	93	11	19	101	213
CONNECTICUT—			C519 S132	C1085 S 543	C 79 S 16	C116 S134	C 2 S 2	C 3 S 2	0 C 4	C 9 S 2	C 19 S 6	C 44 S 18	C123 S 21	C301 S124	C 26 S 5	C 50 S 27	C 43 S 9	C 71 S 41	C140 S 67	C223 S211	C 49 S 4	C 66 S 12	C 4 S 1	C 8 S 2	C 3 S 3	C 7 S 2
New Haven, Yale	53	195	651	1628	95	250	4	5	4	11	25	62	144	425	31	77	52	112	207	434	53	78	5	10	6	9
Middletown, Wesleyan	9	31	138	250	20	55	0	3	1	2	11	15	40	64	2	1	2	25	24	74	24	17	8	5	1	3
Total	147	553	2245 S183	4974 S 685	599 S 16	1164 248	5 2	18 4	14 0	17 3	53 6	127 21	350 121	973 161	76 5	157 31	89 9	213 54	263 67	567 219	748 4	1534 175	163 1	234 9	118 3	247 4
Total, deducting scientific schools at Yale and Harvard			2062	4289	581	916	3	14	14	13	47	106	239	812	71	126	80	143	196	348	744	1359	162	225	115	243

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